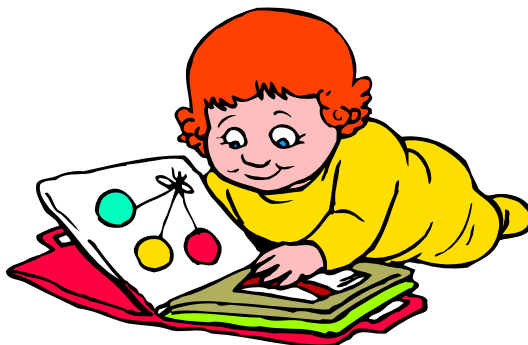


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Storytime with Infants and Toddlers—More than Literacy

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“Some books are to be tasted, others to be swallowed, and some few to be chewed and digested.”

Francis Bacon, 1561-1626

Great Resources for those working with infants and toddlers:

Dombro, A. (2011). *Powerful Interactions: How to Connect with Children to Extend Their Learning*. Washington, D.C.: NAEYC

Raines, S., Miller, K., & Curry-Rood, L. (2002). *Story S-T-R-E-T-C-H-E-R-S for infants, toddlers, and twos*. North Carolina: Gryphon House.

Trister-Dodge, L., Rudick, S. & Verke, K. (2006). *The creative curriculum for infants, toddlers, and twos (2nd Ed)*. Bethesda, MD: Teaching Strategies, Inc.

Websites for books

Constructive playthings

www.constructiveplaythings.com

Baby talk

www.BabyTalk.org

The Book Vine for Children Catalog

www.bookvine.com

Star Bright Books Catalog

www.starbrightbook.com

Programs and websites:

Infant Toddler Specialists of Indiana (ITSI)

www.itsi-indiana.org

Zero to three

www.zerotothree.org

The Program for Infant Toddler Care (PITC)

www.pitc.org

Ideas for Sample Parent Letter or Bulletin Board Display

WHY SHOULD YOU READ TO YOUR BABY?

It's fun

Not only will your baby enjoy being read to, but children's books are so well-written and illustrated that adults can enjoy them, too.

It's a bonding experience

The physical closeness and shared enjoyment of reading to your baby will bring you closer together.

It encourages language development

Your baby will learn sentence structures that are more complex than he will hear in conversation. He will hear words in books that he rarely hears in daily life. He will learn how to listen carefully, and how to follow an idea as it develops in a story. He will look forward to that time when he himself will learn to read, because he will know what pleasure books can hold.

It boosts a child's sense of connection

Your child feels important, secure and loved when you are focusing on him during read-aloud sessions. His enhanced language skills enable him to communicate more effectively and he knows more about his world, giving him a sense of control.

It helps him to understand the world around him

When you read books about a trip to the zoo or the arrival of a new baby, you are really helping to prepare your child for those experiences. He also learns that books can both stimulate and satisfy his curiosity about everything from ants to elephants.

It encourages imagination and creativity

In every story, a problem is encountered and then solved. Stories will give your baby a background for creative problem solving in approaching the challenges of life. Because books require that we experience something beyond what is physically present, hearing them will give her lots of practice using her imagination.

It makes parenting easier

When your child starts loving books, reading can distract a fussy baby, an upset toddler, or a stubborn three year old. Read-aloud sessions help to calm a child and entertain while waiting or on a trip.

It lays a foundation for moral development

Putting himself in the shoes of a storybook character gives practice in feeling empathy. Empathy and understanding cause and effect are necessary for a moral sensibility.

Story Time: Getting Ready to Listen



Quieting Activities

Hush Song

(Start with a louder voice and end with a whispering tone.)

Hush little rooster with your cockle-doodle-doo. (Put finger to mouth to indicate shushing.)

Hush little kitty with your meow, meow, meow.

Hush little doggie with your bow-wow-wow.

Please don't moo now Mrs. Cow.

Hush...Hush...Hush!

Time to listen to story now.

Open, Shut Them

Open, shut them, open, shut them. (Extend fingers on each hand, then close to fist.)

Give a little clap!

Open, shut them, open, shut them.

Lay them in your lap.

Creep them, creep them,

Creep them, creep them.

Right up to your chin!

Open wide your little mouth,

But, do not let them in.

(Repeat beginning 3 lines and end with hands in lap as you quiet your tone.)

Ready

(Tune: I'm A Little Tea Pot)

I'm ready for a story

Sitting still. (Exaggerate sitting straight)

Eyes are looking forward (Point to eyes)

And I will,

Be ready for the story

When it starts.

I'll listen well (Cup hands to ears)

To all of its parts.

The Pocket Song

I have a little pocket, it's just the size for me.

And any time I want to, my pocket I can see.

Some pockets they have buttons,

Some pockets they have flaps.

Some pockets are wide open,

Some pockets have snaps!

Chorus: Pocket, pocket, my fingers it can hide. Pocket, pocket, surprises held inside. *Make up verses about what you have!*



Storytime: Lead Off by Perking Interest and Involving Actively!

Use bait that will catch their interests!

L-Listening Stimulators

E-Entice or Entertain

A-And

D-Direct Thinking

Planning lead offs makes storytime more fun and much more interesting! Think about your audience. Consider interests of the children, ages and stages of development, and teaching goals.

Established Routine: Help children to have cues about expectations through regular schedules and by supports such as carpet squares. The famed Mr. Rogers always started his show by removing his shoes and putting on slippers and a sweater. Try a teaching apron or some visual that lets children know it is time to gather and explore a topic. Having a familiar song or fingerplay to start the gathering time also supports helping children know what to expect.

Vocal Variation: Your voice is a powerful tool! Model emotions from stories or imitate the sounds of the animals, etc.

Visual Props: Simple props draw focus. If reading a story about growing, bring some different sizes of clothing or have a tray with baby animals and grown animals. You can use items that are readily available in the classroom such as puzzle pieces or different sizes of blocks. Novel items such as interesting sound makers or sparkly treasures spark interest.

Puppets or Stuffed Animals: Puppets can model listening manners or introduce topics by actions such as showing curiosity or being dramatic about an expectation. Use them for humor by having them act shy or silly.

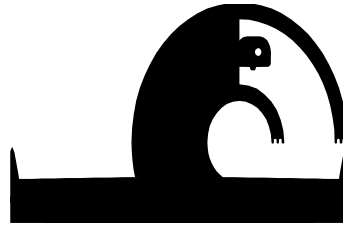
Pocket Objects: Invite children to think about what might be in your pocket by providing cues. Show object from pocket and ask the children to watch for it in a story. For example, if reading *My Truck is Stuck* have a toy truck in your pocket.

Mystery Box or Basket: Show children a covered basket or box with items that will be in the story or that you will share after the story. An element of suspense can motivate listening!

Costumes: Wear a hat or clothing item or a character in the story. For example, wear an engineer hat if reading a train story or a wear a baker's apron if reading *If You Give A Mouse a Cookie*.

Sensory Experience: Let children smell, touch, or taste an item relevant to the story. For example, if reading *The Bubble Factory* blow bubbles for the children to pop.

Dramatic Play: Have children pretend to do something the character does in a story. For example, if reading *The Wheels on the Bus*, provide a cardboard steering wheel to act out driving.



Storytime: Extend the fun and the stretch the learning!

Plan activities throughout the environment and your daily schedule which will s-t-r-e-t-c-h literature experiences.

Think about all areas of development, not just emergent literacy skills! Ask yourself how you could include activities for motor development, social-emotional well being, cognitive areas such as science or math, and creative or sensory experiences.

Example of Stretcher Plan

Book: *Are You My Mother?* P.D. Eastman

Lead Off: Some baby/mother plastic models from the doll house and barn area.
Ask the children to guess who the Mom is of each baby. Show a model bird and say he is looking for his mother in the story.

Motor Skill Stretcher: Fly arms like a bird, move like the snort to dig.

Social-Emotional Stretcher: Call attention to the baby bird's feelings when he couldn't find his mom.
Ask how the Mom made the baby happy.

Cognitive Area: Have objects that the bird asked for the children to learn vocabulary or to put in order

Creative/Sensory: Have shredded paper in the sensory table for children to look for the baby bird's mom

Dramatic Play: Create a tree house with pictures of birds and nests. Have flaps the children can lift to ask "Are you my mother?"

<u>Sample Storytime Stretcher Plan Sheet</u>	
Book:	
Lead Off Activity:	
Motor Skill Stretcher:	
Social-Emotional Stretcher:	
Cognitive Area Stretcher:	
Creative/Sensory Stretcher:	